

Standards	*	Lessons	Teacher Notes												
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Learning Target: I can solve addition and subtraction word problems within 10.	★	<i>To address KCAS, the following should be included in instruction:</i> Math Investigations: Unit 1 Sessions: <ul style="list-style-type: none">1.1-1.42.1-2.73.1, 3.3- 3.74.1, 4.3-4.7	KCAS Note: 1.NBT.1 - Teachers should provide opportunities for students to read and write numbers to 120. KCAS Note: 1.NBT.3 - When comparing numbers, use <, = and > symbols to meet.												
1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If 8+3=11 is known, then 3+8=11 is also known. (Commutative property of addition.) To add 2+6+4= 2+10= 12. (Associative property of addition). Learning Targets: I can change the order of addends to make equal equations. I can change the grouping of whole numbers to make equal equations.	★	GAP LESSONS <u>1.OA.1</u> The Very Hungry Caterpillar <u>1.OA.3</u> Facts of Ten <u>1.NBT.1</u> Missing Numbers Grid 1-50													
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Learning Targets: I can start with any number and count to 100. I can read and write numbers to 30.	★		<table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>1.OA.1</td><td></td></tr><tr><td>1.OA.3</td><td></td></tr><tr><td>1.NBT.1</td><td></td></tr><tr><td>1.NBT.2</td><td></td></tr><tr><td>1.NBT.3</td><td></td></tr></table>	Formative Assessment Opportunities		1.OA.1		1.OA.3		1.NBT.1		1.NBT.2		1.NBT.3	
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1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a “ten.” Learning Target: I can put ones together to make a ten.	★	<u>Vocabulary</u> addition, subtraction, add, putting together, adding to, counting on, making ten, subtract, taking apart, taking from, equivalent, sum, unknown, equal, equation, ones, tens, compare, digits, greater than, less than, equal to													
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. Learning Target: I can compare two single-digit numbers using >, =, or <.	★	http://www.amathsdictionaryforkids.com/													

*Standard Progression